

Minutes
Superintendent's Advisory Committee
Public Schools Accountability Act of 1999

General Services Building
1325 J Street, Room 1519
Sacramento, CA 95814

July 18, 2001
1:00 p.m.

MEMBERS PRESENT

Holly Covin, Co-chair; Assistant Executive Director, Policy Analysis & Research, CSBA
General Davie, Jr., Co-chair, Superintendent, San Juan Unified School District
Vickie Barber, El Dorado County Superintendent of Schools
Tom Boysen, Senior Vice President, Education, Milken Family Foundation
Marilyn Buchi, President, California School Boards Association
Ana Bertha Castellanos, Vice President, State Parent Advisory Council
Mary Alice Callahan, President, Morgan Hill Federation of Teachers
Marc Ecker, Superintendent, Fountain Valley USD
Jerry Hayward, Director, Policy Analysis for California Education
Pam Kinsley, Teacher, Harding School
Kelvin Lee, Superintendent, Dry Creek Joint Elementary School
Shelly Spiegel-Coleman, ESL Consultant, Los Angeles County Office of Education
Bernice Stafford, Vice President School of Marketing and Education, Lightspan, Inc.
Rosie Thompson, Business Unit Executive, IBM Global Education
Charles Weis, Ventura County Superintendent of Schools
Lynn Wilen, Superintendent, Reef Sunset Unified School District

MEMBERS ABSENT

Eva Baker, Director, Center for the Study of Evaluation, University of California at Los Angeles
Rudy Castruita, San Diego County Superintendent of Schools
Brian Edwards, Office of the Secretary for Education
Patsy Estrellas, Teacher, Norwalk La Mirada School District/California Teachers Association
Jere Jacobs, Former Assistant Vice President, Pacific Telesis
Ed Haertel, Professor, Stanford University, School of Education
Cecelia Mansfield, Vice President, California State PTA
Lynette Nyaggah, Teacher, Rio Hondo College
Jeannie Oakes, Associate Dean, UCLA
Scott Plotkin, Chief Consultant and Staff Director, Senate Education Committee
Ernesto Ruiz, Director, Migrant Education, Region 2, Butte County Office of Education
Jai Sookprasert, CSEA
Ting Sun, Teacher, Natomas Charter School

Rene Townsend, Professor/Consultant, CSU San Marcos College of Education

STATE BOARD OF EDUCATION LIAISONS

Susan Hammer - Absent

PRINCIPAL STAFF TO THE ADVISORY COMMITTEE

Paul Warren, Deputy Superintendent, Accountability Branch

William Padia, Director, Policy and Evaluation Division

Pat McCabe, Manager, Education Planning and Information Center

Patrick Chladek, Manager, Awards Unit

Sue Bennett, Manager, Educational Options Office

Call to Order: Ms. Covin called the meeting to order at 1:10 p.m.

Welcome and Introduction of New Members:

Ms. Covin welcomed all new and returning members and asked each member to introduce themselves and identify the group they represent.

Calendar Future Meetings:

Ms. Covin asked all members to participate in scheduling subsequent meetings. She reminded members that California Department of Education (CDE) staff recommends quarterly meetings. Members came to consensus on the following meeting dates:

October 25, 2001

January 17, 2002

April 25, 2002

July 25, 2002

October 24, 2002

Subcommittee Reports:

Vickie Barber began her report from the Alternative Accountability subcommittee by reviewing its progress on various projects. She stated a letter to those schools defaulted into the Alternative Schools Accountability Model (ASAM) in the Alternative Accountability System (AAS) is under development and that it together with the Indicator Form is almost complete and will be sent to the field shortly. She added field training is going well. Topics discussed during the workshop include:

- Background and current status of the ASAM
- Indicators of growth approved by the State Board of Education and appropriate for various types of schools
- Timeline for selection of indicators, data collection and reporting for 2001-2002
- Local selection of indicators and procedures for data collection

Ms. Barber indicated that the remainder of the morning was spent discussing growth indicators for juvenile court schools. She stated the subcommittee is having difficulty coming up with two indicators for this type of school. Discussion included the inappropriate use of the GED and graduation rates as the growth indicators. The subcommittee proposed that juvenile court schools be allowed to use only one indicator, which would be behavior/suspension rates. She stated the

subcommittee would go back to State Board of Education (SBE) and recommend that these particular schools be allowed only one indicator. The committee approved the recommendation.

Ms. Barber concluded her report by stating that the subcommittee continues to work on creating solutions for very small schools.

General Davie reported that the Awards and Interventions subcommittee continued the discussion on how to make state sanctions operational. Subcommittee members reviewed the Immediate Intervention/Underperforming Schools Program (II/USP) section of the Public Schools Accountability Act (PSAA) then asked clarifying questions regarding management responsibilities, funding responsibilities, educational institution definitions, and identification of entities that could work with schools (much like the external evaluators do). The subcommittee asked staff to develop an issue paper by the next meeting which addresses each clarifying question and provides options for the committee including suggested policy and statute or regulation changes.

Mr. Davie stated the subcommittee members agreed that each II/USP school should pass three data points before moving out of the system. In other words, each school would participate three years in the sanction mode and demonstrate improvement before leaving the II/USP system.

Mr. Davie reported that the second topic the subcommittee discussed was the June 6th SBE item regarding the feasibility of a district Academic Performance Index (API). The purpose of the discussion was to:

- Examine the background behind the question of creating a district API
- To explore the manner to which such a statistic might be used
- To identify the technical issues that would likely arise from generating such a statistic
- To present options as to the elements that a district API report might include
- To recommend a course of action

Mr. Davie reminded members that they originally agreed to the underlying principle that school districts need to support their schools. He asked Mr. Boysen to present the subcommittee's four reasons a district API would be useful:

- To reinforce the concept of high academic standards
- Create a sense of urgency at district level
- Include district leaders as players in the high stakes accountability system
- Provide useful information to the public.

Mr. Davie added that after considerable discussion the subcommittee recommended the district API includes:

- Percentage of schools in the district showing improvement, but not meeting their target
- Percentage of schools meeting targets
- Percentage of schools remaining the same or declining

After minor clarifying questions, the PSAA Advisory Committee agreed to approve the subcommittee recommendations to the SBE. These recommendations will be presented during the September/October SBE meeting.

2001 Base API:

Ms. Covin announced that the advisory committee needs to reach consensus on six issues in conjunction with the integration of the English-Language Arts Standards Test into the API. The committee's recommendations will be presented to the SBE at its September meeting. She stated that the committee members were provided a report developed by the Technical Design Group (TDG) entitled "The 2001 Base Academic Performance Index (API): Integrating the California Standards Test for English-Language Arts into the API." She asked Mr. Padia to begin the discussion by explaining to the members the role and function of the TDG and the process for presenting recommendations to the SBE. Mr. Padia stated the role of the TDG is to discuss, statistically analyze, and produce options and recommendations for issues identified by the PSAA advisory committee. The PSAA advisory committee members then review all options and recommendations, participate in discussion regarding the desirability of each option, and provide a draft of committee recommendations to Delaine Eastin. Ms. Eastin then reviews the advisory committee's recommendations, adds her own if need be, and finally the committee's recommendations are presented to the SBE for action.

Pat McCabe led committee members through each of the six issues. He reminded members that all issues interrelate with each other. He also stated that there is an assumption that only the English-Language Arts Standards Test (ELA ST) will be added in 2001. The Math Standards test will be added in 2002. The six issues included:

- **Should the range of 200 to 1000 and the performance target of 800 be retained?**
Committee members concurred that the maximum value of the API should remain 1000 and the performance target should remain 800.

- **What are the performance level weighting factors that will be used to calculate the single number that will summarize pupil performance in the ELA ST?**

Three options were reviewed:

- Option #1: Keep the same weighting factors as for the Stanford 9 results.
- Option #2: Anchor the proficient level at 800 with even intervals of weighting factors.
- Option #3: Anchor the proficient level at 800 with a modified progressive system of weighting factors.

Lengthy discussion occurred around this issue. Committee members did not concur with the TDG's recommendation. Several members expressed a desire to support option #3, while other members expressed a desire to support option #1. The full committee agreed to recommend a combination of option #1 and option #3. The set of weighting factors recommended by the committee accomplishes two purposes: 1) it anchors the proficient level at 800 as recommended by the TDG; and 2) it provides a greater incentive for schools to focus on the instructional needs of students in the bottom two performance levels than the set of weighting factors recommended by the

TDG. The weighting factors identified by the committee include 1000 for the Advanced Level, 800 for the Proficient Level, 600 for the Basic Level, 350 for the Below Basic Level and 100 for the Far Below Basic Level.

- **How will the summary number for the ELA ST be integrated into the API?**
Committee members concur with the TDG's recommendation that the Standards Test results be integrated into the English-Language Arts portion of the API. The relative weights of the content clusters will be the same as the 2000 API. (60% for ELA and 40% for Math).
- **What weight will be given to the results from the ELA ST relative to the ELA norm-reference component (ELA NRT)?**
Assuming the NRT component will continue to be part of the statewide assessment program, committee members recommended the ELA ST receive most, but not all, of the weight. The committee agrees with the recommendation of the TDG that the ratio of 60% standards results to 40% norm-referenced results is an appropriate ratio.
- **Should this weight be applied immediately in 2001 or phased in gradually?**
Committee members agreed with the TDG recommendation that the full weight for the ELA ST be applied immediately.
- **When new components such as the ELA ST are brought into the index, should the average value of the API be maintained?**
A majority of committee members agreed with the notion that it is desirable to have the meaning of the index change as little as possible with the introductions of new components. Members concurred with the TDG recommendation that a neutral introduction factor (NIF) should be used to preserve the average value of the API between the same year's growth and base APIs. The NIF is defined as the precise amount to be added to the average growth API for a given year to equate it to the same year's average base API.

Public Comment: There was none.

Next Meeting: The next meeting of the PSAA Advisory Committee will be October 25, 2001, from 9:00 a.m. to 4:00 p.m. in Sacramento, California.

Adjournment: Ms. Covin adjourned the meeting at 3:40 p.m.

Respectfully submitted,

Kathleen Seabourne,
Recording Secretary